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Instructional Systems in Teacher Education (Insite), a 5-year study for the improvement of teacher education, has kept pace with the first 4 years of its schedule for innovation, experimentation, and research. Many phases of the study are related to the program that permits students to obtain a master's degree in 4 full years of study, including summer sessions. Some students have now completed each of 3 major innovations: (1) the "acroclinical semester" which integrates methods instruction with practice teaching, (2) the resident teaching experience during which the student receives college credit and a beginning teacher's full salary as an intern in an outstanding school system in the Midwest or Hawaii, and (3) the graduate program which includes 6 hours in the graduate study of teaching plus 9 to 15 in the academic major with 6 hours of electives. Other innovations are a 5-hour Creative Arts Workshop for elementary teachers and 3 freshman and sophomore year seminars which cut across the typical subject matter lines in the natural sciences, humanities, and social sciences. Experimentation with such techniques as video taping has produced a series of films for the study of child behavior; the use of simulation techniques will result in production of a package program of problem-solving materials. Related documents are SP 001 683, SP 001 684, SP 001 685, SP 001 686. (JS)

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"To strengthen teacher education"

FOUR YEARS OF INSITE

Instructional Systems in Teacher Education
School of Education
Indiana University
Bloomington, Indiana

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THIS INFORMATION is for individuals who are professionally interested in teacher education, and especially for those who are skeptical about some of the traditional practices and assumptions with regard to the preparation of teachers.

CURRENT PRACTICES are being tested and new ideas are being tried in a five-year experimental and research program at Indiana University. The project is known as Instructional Systems in Teacher Education (Insite). Its innovating practices include seminars in various disciplines, workshops, instructional courses organized around new concepts, an entire block of semester time during which methods instruction is integrated with actual practice teaching, and a pattern of internship involving the cooperation of fifty school districts in the midwest and Hawaii. This pamphlet provides brief answers to questions concerning these activities.

THIS INFORMATION has been compiled by Jane Jaffe, editor for publications. Several publications dealing in greater detail with the major projects of the program are in preparation. Some of them may already be available. They include a brochure telling in pictures the story of Insite during the past year. A copy is being sent to you. It supplements this pamphlet. Watch for it, and keep this communication on file.

REQUESTS FOR information should be addressed to Insite, Suite 109, School of Education, Indiana University, Bloomington, Indiana 47401.

---Arthur H. Rice, Coordinator

Instructional Systems in Teacher Education (Insite) is a continuing, five-year study at Indiana University for the improvement of teacher education. This study is made possible by a grant from the Ford Foundation, in addition to some financial assistance from Indiana University.

During its first four years, Insite has kept pace with its schedule. It has developed innovations, conducted experimentations, sponsored research, and produced teaching aids.

It is now running full speed in a determined effort to bring its students to the completion of three major innovations: (1) the acroclinical semester, (2) resident teaching, and (3) a new pattern of graduate studies. For students who plan to teach in the elementary grades, it has pioneered a multiple arts approach to teaching the creative arts.

What, generally, have we at Insite done to determine necessary changes in teacher education programs?

We have examined current practices as we found them and have observed what appears to be duplication in curriculum content for the prospective teacher. We are presently demonstrating how these situations can be remedied through reorganization and acceleration.

We are testing a number of rather new facilities and techniques for teaching and learning, and we are working out practical use of such methods and techniques. These include all of the modern educational media such as films, television, and other uses of the graphic arts. We have been giving special attention to the potentialities of "simulation" as a more realistic way of providing decision-making experiences for both students and teachers.

The complete gamut of graduate studies now offered a prospective teacher seeking a master's degree has been inventoried.

Some well established courses have been retained in the Insite student's four-year schedule, while others have been set aside to permit organization of new content. Much of this new content has been brought to the student in seminars, workshops, and other activities, rather than in the conventional classroom.

What do we hope to achieve through the Insite project?

The finished product is to be a graduate with a master's degree, prepared to teach in one of five major areas in secondary education (English, social studies, science, mathematics, and foreign language), or to teach in the primary and intermediate grades of the elementary school. The entire project is committed to the promise that the Insite students will complete in four years and three or four summers a schedule that will entitle them to a master's degree. In other words, five years of traditional college work is to be completed in four calendar years. The fact that this program is accelerated does not preclude an evaluation of the entire project as if it were conducted during a longer period of time.

The project does not attempt to prepare teachers for special education or other special areas such as music, physical education, vocational education, or business education.

How is the project financed?

The Insite project is partly financed by a Ford Foundation grant to the Indiana University Foundation for a period of five years and three months, beginning in June, 1963, and ending in September, 1968.

THE REASON FOR EXPERIMENTATION

The purpose of the Insite project has always been to test and experiment with concepts and theories, not necessarily to prove a set of assumptions. This hypothesis can have public relations problems for the University. If our attempt to experiment with a theory indicates that the theory itself is not feasible, it may be assumed by the public and the profession that the fault was not in the theory but in the way we conducted the experiment. Also, if we are honest and point out the reasons why we think that the plan is not workable, we may have to admit some weaknesses in the organization, structure, or administration of teacher education here, and this in itself could be interpreted as a criticism of us and of the individuals involved in the experiment.

The annual reports for the earlier years of the entire project were primarily descriptive but with only a minimum of subjective evaluation. However, as projects developed from plans into action, and from action into an opportunity for subjective evaluation both by students involved and by faculty members, the element of interpretation has entered into the reports. This is evident in the annual report

for the fourth year in which various individuals participating in the reports have also expressed judgments as to values, mistakes, and opportunities for improvement. The project continues under the philosophy that perhaps some of its value may be to prove that certain assumptions which are popular or which sound logical may not prove to be true in actual practice. Or, in some instances,we may find other values in an experiment which were not projected or anticipated in the original planning.

THE SEMINAR COURSES

The three seminar courses are entitled (1) the Implications of the Natural Sciences, (2) the Implications of the Social Sciences, and (3) the Role of the Humanities.

The purpose of these seminars has been to acquaint the Insite student with the nature and significance of the various disciplines and their impact upon society and the individual. The teacher today is also an important citizen in the community and, as such, needs an intelligent overview of all areas of learning, rather than only the skills in the subject which he may be teaching.

All three courses, each representing a one-hour credit for thirty-two hours of classes or visits, are scheduled for every Insite student, beginning with the natural sciences seminar during the second semester of the freshman year. The other two seminars are scheduled during the sophomore year. All Insite students have completed these courses, the most recent Insite recruits now having entered their junior year.

What were the broad aims of the Seminar on the Implications of the Natural Sciences?

The objectives were as follows: (1) to develop an understanding and appreciation of the interrelationship among the disciplines within science (science being that activity which seeks satisfactory explanations of natural phenomena); (2) to develop an understanding and appreciation of how scientists work, what they do, and how they actually go about solving problems of a scientific nature; (3) to stimulate critical thinking in regard to science and survival; and (4) to develop an understanding and appreciation of both the limitations and potential of science.

How were these objectives attained?

The students enrolled in this seminar met for a two-period block one time each week. (each period is normally forty-five minutes long; a two-period block consists of one full hour and forty-five minutes, eliminating the usual fifteen-minute break between the two periods). This time was used in a very flexible way: listening to guest lecturers, taking part in inquiry sessions, visiting science laboratories on campus, and participating in demonstration-discussion sessions.

Out-of-class responsibilities included reading from assigned texts as well as from publications listed on a supplementary bibliography, preparing critique papers, and viewing films of lectures prepared in previous seminars.

Which of these activities were found most effective?

Early student evaluations revealed that large lecture sessions and films were not received as well as other parts of the program. Students clearly preferred small group inquiry sessions. Therefore, more sessions dealing with demonstrations and laboratory visits were planned and conducted.

What were the broad aims of the Seminar on the Implications of the Social Sciences?

This course sought to develop in the student (1) an understanding of the nature of the various social sciences, their distinguishing characteristics, and their relationship to one another and to other disciplines; (2) an awareness of the methods and procedures utilized by social scientists in conducting inquiry (emphasis is not on the solving of a particular problem but on the processes utilized by the social scientist); (3) an awareness of the extent to which the social sciences may contribute to man's understanding of matters of public concern; and (4) a realization of the value of the methods and content of the social sciences as an essential component of public education.

How was this seminar conducted?

Students enrolled in this seminar met for a two-period block each week, allowing time for both a lecture or film and questions and discussion afterward. At other times the students met in small discussion groups for a two-hour period.

Previously, the seminar had treated each of the social sciences as a separate entity, and a different problem in the social sciences was examined each session. On the third offering of the seminar, however, it was decided to utilize two specific problem areas to serve as a unifying theme for the various social science disciplines and thus improve the continuity of the course. Vietnam and civil rights were the two problem areas selected.

The techniques used included large group instruction with lectures and films and small group discussions which were devoted to analyzing the general themes introduced in the large group meetings.

On what subjects did the guest speakers address the students?

The program of guest speakers consisted, in part, of the following sessions:

The nature of the social sciences and its application to a problem area such as Vietnam was discussed by the seminar moderator, Dr. Paul Hines. In this discussion the course was outlined and course schedules were given to the participants. Following a question-answer period, the film "Southeast Asia: The Other War" was shown.

Dr. Donald Bennett, chairman of the geography department, lectured on the techniques utilized by a professional geographer. His examples and data were drawn from the Vietnam area.

Dr. Bill Siffin, associate professor of political science, presented a lecture on the techniques utilized by the political scientist. His examples were drawn from the 1966 Vietnam election for a constitutional assembly.

A discussion of anthropology and its application to the Vietnam situation was presented by the seminar's moderator, Dr. Hines.

Dr. John Thompson, professor of history, presented a lecture on the techniques and philosophy of history. His examples were drawn from Southeast Asia's history and the United States' involvement in the Far East.

After a brief introduction on the nature of the remaining part of the course, a film, "The New Mood," from A History of the American Negro People series, was shown to the class.

At one point in the seminar, an attempt was made to confront the student with an emotional situation. An Indianapolis civil rights worker, John Torian, lectured to the class on his role and philosophy in the civil rights movement.

Dr. John Liell, professor of sociology, presented a lecture on the sociological implications of segregation and prejudice.

Dr. George Wilson, professor of economics, conducted the last large group section and presented a lecture on the economics of prejudice.

Based upon student and faculty evaluation, what conclusions were drawn as to the effectiveness of the social science seminar?

Both the students and the instructors agreed that, regarding the objectives sought, those which were most nearly attained were concerned with the social sciences and their relationship to matters of public policy. Those objectives not so successfully reached were the ones dealing with the characteristics of the disciplines themselves.

Although Dr. Hines was initially quite enthusiastic about shifting the focus from individual social science problems to the overriding themes of Vietnam and civil rights, he admitted that this approach presented several problems.

Students began to lose sight of the aims of the course in their eagerness to learn more facts about the issues being examined.

"Both problems," Dr. Hines reported, "were apparently emotionally oriented to the point that the students frequently could not see the structure of the discipline or the process that was being utilized in presenting the course. When the civil rights worker spoke, he was totally accepted or rejected on the basis of emotion. The seminar found what so many politicians have found. . . that is, that emotion is a very difficult obstacle to overcome!"

Did these science seminars take the place of academic courses in these two fields?

No. All students seeking secondary certification as teachers take from fourteen to sixteen hours in the social and behavioral sciences and fourteen hours in the physical sciences as part of their general education requirements. Elementary majors must meet a fifteen-hour minimum requirement in each of the two areas: science and social studies. These seminars, then, are not intended to substitute for

academic work in the social sciences or the natural sciences, but rather to support such work and make it as meaningful as possible.

What was the general plan established for the Seminar on the Role of the Humanities?

Three broad areas of understanding were specified by the planners and their advisers: (1) what the humanities are; (2) what people in the humanities do; and (3) what services the humanities perform for mankind.

The seminar was divided into three general areas: an introduction to the humanities, humanistic pursuits, and the humanities and their relation to civilized living.

Those planning the seminar encountered the expected difficulty in delimiting the "humanities" and specifying what role or roles were most important to be considered in the early stages of a prospective teacher's college program. It was decided at the beginning that the areas of religion and philosophy would not be included. However, objections raised by the students led to the addition of religion to the program. The one-hour credit for the seminar was, of course, the primary limitation.

How were the sessions structured, and of what did they consist?

The seminar made little use of small discussion groups, emphasizing instead the large group lecture or demonstration. Lectures were recorded, transcribed, edited by the speaker, then duplicated and distributed to each student. They are now available from the Insite office in the School of Education, Indiana University.

During the course of the semester, students observed persons at work rehearsing or performing in dance, theater, music, radio and television, and fine arts on the campus.

A number of guest speakers were invited from outside the campus. Among the many persons who spoke to the students were Mr. George Gill, managing editor of the Louisville Courier-Journal, Mr. David O. Meeker, architect, and Mrs. Margaret Weymouth Jackson, short story writer.

What conclusions were drawn on the basis of student evaluations?

There was no doubt that the great majority of the students felt that the seminar was beneficial. Student recognition of inadequate background in the humanities before the start of the seminar was strongly evident.

Of what did the guests' addresses consist?

The program for the humanities seminar consisted of the following sessions:

Professor Thomas D. Langan, department of philosophy, "What the Humanities Should Contribute to a Liberal Education."

Professor Ulrich W. Weisstein, department of comparative literature, "Interdisciplinary Studies in the Humanities."

Professor Norman T. Pratt, department of classical languages and literature, "Great Ideas and the Passage of Time."

Mrs. Margaret Weymouth Jackson, short story writer, "Artistic Expression through the Short Story."

Mr. David O. Meeker, architect, "Architectural Expression and Human Needs."

Professor Sidney Foster, School of Music, "The Pianist as a Performing Artist."

Mr. George Gill, journalist, "Journalism and the Humanities."

Professor Robert Barnes, department of fine arts, "The Painter as a Humanist."

Professor William F. May, department of religion, "Religion and the Humanities."

Professor Mattlyn Gavers, School of Music,"Ballet--A Lecture Demonstration."*

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* Because one of the leading ballet dancers suffered an injury, this program was not held. Instead, Professor Gilbert Reed invited the seminar to sit in on one of his regular ballet rehearsals.

Dr. Guy Hubbard, moderator of the seminar, emphasized the high value he places on an experience of this nature. "All too few undergraduates have an opportunity to hear senior faculty members, and certainly they never encounter the range of people that it has been possible to bring together under these unique circumstances--not to mention the personalities that are not associated with Indiana University. As the university grows even larger, the opportunities for this kind of experience will shrink still further. Person-to-person contact is necessary at some points in education, and this is one of them."

THE CREATIVE ARTS WORKSHOP

The Creative Arts Workshop is a five-hour course planned and offered exclusively for elementary majors in the Insite project. An experimental design involving the areas of art, music, and physical education, it is taught cooperatively by representatives from the School of Music; the School of Health, Physical Education, and Recreation (HPER); and the School of Education.

What is the purpose of the workshop?

In the seminars the focus is upon the interrelationships of the various disciplines within the three broad fields of the natural sciences, social sciences, and the humanities. In a similar way, a multiple arts approach has been developed for this workshop. The term "multiple arts" is synonymous with the term "interdisciplinary," at least in reference to its general intent. The intent is to move away from artificial compartmentalization and into the identifying of basic structures that permeate all the disciplines in a particular field of human endeavor.

As part of their general or liberal arts education, prospective elementary teachers at Indiana University are required to take a total of ten hours in the fine arts. The Insite workshop will help elementary candidates utilize what they have learned in these general courses and apply it to the elementary school program.

How is the workshop structured?

Five major concepts which permeate each of the arts were selected for purposes of the workshop. These are rhythm and time, space and distance, melody and line, color and dynamics, and form and design.

During the final semester of the workshop, spring of 1967, the teaching team consisted of the director, Dr. Mary Rouse, associate professor of art education and a teacher of elementary art methods; two teaching associates,

one from the School of Music and one from the School of Health, Physical Education, and Recreation; and a graduate assistant, employed in the capacity of recorder, audio-visual assistant, and general factotum.

The classes were held in various locations in and out of the School of Education appropriate to the particular activity involved, since no single area suitable for all activities could be located. Ideally, this type of course requires four specific kinds of facilities: a dance studio, a gym, a regular classroom, and an arts and crafts room.

Of what did the workshop program generally consist?

After some changes had been made, based upon evaluations of the previous two workshop semesters, the third semester's offering followed this form:

Week 1: Introduction; presentation of objectives; lectures on children's developmental patterns with respect to creativity and visual/aural/kinesthetic perception.

Week 2: Beginning of two-week sequence of basic instruction in each of the arts.

Week 3 through Week 7: Continuation of basic instruction in each of the arts.

Week 8: Work on concept of Rhythm and Repetition.

Week 9: Conclude Rhythm/Repetition; begin Space/Time.

Week 10: Conclude Space/Time; begin Melody/Line.

Week 11: Conclude Melody/Line.

Week 12: Begin Color/Dynamics.

Week 13: Conclude Color/Dynamics; begin Form/Design.

Week 14: Conclude Form/Design (final projects).

Week 15: Evaluation techniques, supplies, and materials.

Week 16: Final examination.

What has been the student reaction to the creative arts workshop?

Dr. Rouse, director of the workshop, reports, "Over-all, the comments (from the students) were extremely favorable. In fact, no individual stated a really negative response to the course. There were, as expected, a few 'buts' . . ."

Most of the students expressed the feeling that the workshop is an excellent, if not essential, experience for the prospective elementary school teacher. One student said that the workshop "taught me to see relationships I had not seen before, it made me aware of my own potential as far as creativity is concerned, and it provided experiences which have increased my enthusiasm for teaching."

FILMS FOR STUDY OF CHILD BEHAVIOR

How were films used in the study of child behavior?

For use in P280 Human Growth and Learning, a new course developed by the educational psychology department with the encouragement of the Insite staff, a series of 16mm, black and white films was produced by the Indiana University Audio-Visual Center, with funds provided by the Insite project. The series is entitled Four Students,* each of the four films running approximately twenty minutes.

The titles of these films are "Keith--A Second Grader," "Dick--A Fifth Grader," "Greg--An Eighth Grader," and "Alice--A High School Junior."

Each film presents a candid view of one student in a number of school situations during one school day. None is intended to illustrate teaching methods or techniques, but rather to focus upon the student with the purpose of providing individual behavioral data for observation and analysis. The day which was recorded represents a typical day in this student's school life and as such provides authentic raw data rather than a depiction of a series of exceptional or planned incidents.

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* This series of films is available at the Indiana University Audio-Visual Center, Indiana University, Bloomington, Indiana 47401.

THE ACROCLINICAL SEMESTER

The acroclinical semester is the most extensive and the most comprehensive of all the innovations in the Insite program. Its primary purpose is to bring into closer relationship the teaching of methods and the actual experience of practice teaching.

The acroclinical semester breaks with tradition and practice on a university campus by placing the entire time of the student into a structured program for one entire semester. The program here is conducted in the environment of the University Schools (Elementary, Junior High, and Senior High) into which has moved a special faculty from the School of Education, augnented by Insite's staff associates. Some exceptions are made for students in secondary education in that they also are permitted to take an additional course in their major subject area on the University campus.

How did this phase of the program get its name?

The word "acroclinical" comes from the two words acro, meaning "peak" or "top," and clinical, referring to that period during which there is the greatest amount of contact between teacher and pupil. It is during this semester that the greatest amount of contact occurs between the student teacher and the classroom pupil.

THE ELEMENTARY PROGRAM OF THE ACROCLINICAL SEMESTER

What are the primary concerns and goals of those involved in the elementary program of the acroclinical semester?

The elementary division is primarily concerned with methods and student teaching in the elementary schools. It is part of the program planned and offered exclusively for elementary majors enrolled in the Insite project. As an experimental program encompassing the areas of psychology, professional methodology, and student teaching, it was planned cooperatively during the past years by faculty representatives from the elementary division of the School of Education in the areas of language arts, mathematics, science, and social studies. In addition, guest lecturers from the departments of psychology and instructional media have taken part, as have various members of the University School faculty.

The goal in the acroclinical semester is to correlate and interrelate instruction in professional methodology (for the four subject matter areas already mentioned) with the psychology of learning and student teaching. It is believed that in this way the entire spectrum of the classroom teacher's approach to instruction will be recognized and that the various areas of methods instruction and psychology and its application can be made a substantial and cohesive whole.

Who are those involved in the elementary division?

There are nine members of the elementary acroclinical semester faculty. Dr. Edward G. Buffie, associate coordinator for elementary education for the Insite program, served as the first team leader, and senior faculty members Dr. Maxine Dunfee and Dr. Milton Marten represent the areas of social studies and language arts, respectively. Two new junior faculty members, Linda George and Roger Cunningham, represent the specialized methods areas of mathematics and science. College interns have been assigned to each faculty member working in a specialized methods area. This faculty team is responsible for directing the entire semester's work of forty-five elementary majors each academic semester.

How much university credit do students earn during this time?

Students receive sixteen semester hours credit for their participation in the acroclinical semester (in the elementary division).

How is the elementary acroclinical semester organized?

This semester is a highly compressed educational experience, particularly when seen in contrast to the regular program at Indiana University in which an entire semester--thirteen credit hours--is devoted to the professional studies in the areas indicated above. This, in turn, is followed by a full semester of student teaching for fifteen hours credit.

In addition to the basic work in the four methods areas and student teaching, the faculty team also incorporated the various components for this semester as planned by the EAPT (Elementary Acroclinical Planning Team) committee: simulation, focus on media, major topics, use of programmed materials, psychology instruction, use of video taping resources, and topics dealing with our professional heritage.

The semester has been divided into five major blocks of work, throughout which students have continual contact with their individual classrooms (student teaching assignments).

Block One. During this block students are urged to spend from one to two weeks in the field prior to the beginning of the semester, usually in schools in their home communities. This experience is later compared to situations in the simulated school and the University Elementary School. In this manner, students are exposed to very different methods of operating elementary schools, varying from the conventional to the experimental, or innovative, school.

The work on campus begins with the orientation phase of the program. During this time students participate in a very concentrated period of observation in their assigned classrooms. In addition to observation, students are familiarized by their cooperating teachers with the following kinds of items: daily attendance records and forms, any other forms and/or procedures dealing with the mechanics of running the class smoothly, seating charts studied by student teachers in order for them to learn the children's names, access to cumulative folder data, the location of special materials and supplies kept in the room, and any other items which the cooperating teacher might feel appropriate for this person just beginning his student teaching experience.

The orientation week is followed by the simulation activities, described later.

Block Two. The daily time pattern follows that established previously during orientation and simulation. The general theme for this entire block is indicated by the topics associated with the "major topics," those basic elements of teaching which are common to all methods areas: (1) objectives, (2) learning, (3) content, (4) materials, (5) educational media, (6) inquiry, (7) method, (8) planning and organizing instructional programs, (9) evaluation, and (10) reporting pupil progress.

The general aspects of each topic are presented to the students as a whole by one of the members of the faculty team. Each presentation is, in turn, followed by a small group discussion with individual methods professors, during which more specific aspects of the topic are developed.

Classes are held regularly throughout the day during this block, the classes including inquiry-type discussion, workshops, and demonstration and/or lectures.

Block Three. During this period there is a continued emphasis upon professional study, but it begins to decline somewhat as greater attention and opportunity is provided student teaching activities (four half-days). Again the major themes or strands permeating this particular block are established by the major topics. It is also during this period that students participate in the first major over-all evaluation of their work thus far in the semester. The college faculty is divided into two teams for conference purposes. Each team consists of a member from each of the specialized methods areas, and individual faculty-student conferences are scheduled for each student.

Block Four. Students now move into half-time student teaching responsibilities. Only two formal methods classes are scheduled each day. Major topic presentations are limited to one per week. The major theme of the student's professional study during this period deals with evaluation. This is probably the most difficult phase of the college student's program, because of the demands placed upon him by both the University faculty and cooperating University Schools faculty. All academic requirements must be completed by the end of this block, since students now move into full-time teaching.

Block Five. As students begin full-time teaching, their contact with the University faculty continues on an individual basis except for one afternoon a week in which seminars are scheduled. The content of these seminars varies considerably. Frequently the focus is upon instructional problems related to the various academic areas. At other times organizational problems are dealt with, or else the center of attention is upon discipline and classroom management.

SIMULATION MATERIALS

Into what categories do the simulation materials fall?

Simulation materials fall into the four categories of (1) instructional activities and problems, (2) discipline or behavioral problems, (3) relationships with professional and non-professional staff, and (4) parent-teacher relationships.

The materials used include color slides of an Indiana community dealing with the community itself, the school(s), and a particular classroom. Audio tapes also have been prepared and used in order to demonstrate the possibilities of this medium in developing and structuring a simulated experience. Communications concerning pupil problems are copied verbatim from pupil folders (notes from parents, principals, and so forth). Others have been prepared based upon the experience of the consultants and suggestions of teacher and other employees in the community from which the material was obtained.

Also included in the simulation activities are the "critical incidents." These were developed by the EAPT and sent to the cooperating faculty members in the community for their reaction. Some of the incidents mentioned had not actually occurred in the classrooms, but others had taken place and could serve the purpose of Insite's program. Discussions were held personally with each teacher and principal regarding the final selection of incidents to be video-taped. These included the following:

1. A discussion between teacher and principal about a pupil who had copied materials out of an encyclopedia for a social studies report.

2. A discussion between two teachers regarding a note from the custodian to the effect that (a) the room was left untidy at the end of the day and (b) the shades were not left at uniform height.

3. A parent-teacher conference in which the parent requests specific data regarding his child's I.Q.

4. A fellow teacher reporting to another teacher that one of her students has been swearing on the playground.

5. A teacher and his principal discussing grading standards.

The tapes were developed so that they can be used (1) to introduce a problem and (2) to follow up a problem that had been presented to the students earlier, the concern being the solution rather than the introduction of a problem.

VIDEO TAPING

What part does video taping play in the students' experiences during the semester?

Video taping finds its most valuable use in self-evaluation. There is presently no better way by which the student teacher can be both teacher and observer simultaneously than when viewing a video tape of his own performance.

The student teachers are given at least two opportunities for video taping, these being made at different times during the student teaching experience so that comparisons might be made. The first taping is done for the purpose of allowing

the student teacher to examine his mannerisms, idiosyncracies of speech, and so on. The second is used more specifically to ascertain the teacher's progress, primarily the improvement of his performance in the classroom.

A comment sheet is provided for the student teacher, the cooperating teacher, and the Insite faculty. These are discussed jointly after all three parties have completed the form. The students have major responsibility for self-evaluation and analysis.

How is the study of "professional heritage" presented?

During the acroclinical semester the students are informed about their professional heritage. The planning teams agreed upon the following topics: (1) educational goals, (2) selected social changes and their implications for education, (3) historical development in education, (4) research and publication--their influences, (5) international education, (6) the nature of our school system, (7) major events in education, and (8) the teacher and the profession.

Dr. Harold G. Shane, former dean of the School of Education, prepared a syllabus entitled "Our Professional Heritage" for use in this phase of the acroclinical semester. Although there was heavier emphasis upon professional heritage within the secondary program, elementary majors also were instructed in this area and benefited greatly from Dr. Shane's contribution to the program.

Of what does the study of educational media consist?

Another very important segment of the students' instruction is in the field of educational media (audio-visual materials). The EAPT decided that such work should be integrated into the total program in the following ways: (1) through emphasis in teaching--video tapes, audio tapes, programmed materials, simulated materials, films, transparencies; (2) through the student's teaching--preparation and utilization of media with the help of a supervising teacher and the methods and/or college instructor, and the instructional media specialist; (3) through development of laboratory skills using various equipment; and (4) through guest lecturers.

THE SECONDARY PROGRAM OF THE ACROCLINICAL SEMESTER

The secondary acroclinical semester is that portion of the professional education sequence in Insite which includes student teaching, methods, and principles of secondary education. Students must have completed ninety semester hours of credit, thirty in their major field, and must have maintained a C grade average in all university work to be eligible for the semester. The student receives fourteen hours of credit for the semester (eight in student teaching, three in a methods course in his major area, and three in principles of secondary education). This combination of hours is similar to the traditional pattern at Indiana University and is in keeping with the specific requirements for the provisional certificate in Indiana.

The student should spend a decreasing amount of time in the methods classroom as he develops the skills necessary to operate within the high school classroom itself. However, he retains contact with the methods class throughout the semester, thus utilizing it as a learning resource throughout student teaching.

What is the structure of the secondary acroclinical semester?

Phase I (first four weeks): After orientation to the school setting, Phase I is designed to teach the student to observe classroom instruction effectively and to plan a lesson or a unit of instruction in keeping with stated goals and objectives. After a consideration of long-range goals, performance objectives are introduced; the student is taught to plan for both.

Phase II (second four weeks): During this phase the student moves from observation to a more active role in the classroom in which he participates, assists, and teaches on a limited scale. From a consideration of goals and objectives emphasized in the first phase, he moves toward preparing varied activities in keeping with his abilities and needs. He begins the work in statistics, tests, and measurements required to assess student performance effectively.

Phase III (third four weeks): Student teaching itself is the main activity during the third phase. The methods teachers meet weekly with the students in their methods sections, organizing their instruction around the actual problems faced by the students.

Phase IV (fourth four weeks): Although the student continues teaching during a large portion of this phase, he returns to special methods and principles classes for further work on evaluation of student performance, and--after a

sampling of the teacher's life--a close look at the profession itself. The final week is devoted to the "Capstone Experience," described later in this report.

What part has video taping played in the secondary program?

As in the elementary program, video taping has also played an extremely important role in the process of evaluation. Although student teachers have not always been taped as often as had originally been planned, even one experience has proven to be most effective in pointing out aspects of the student's performance of which he was totally unaware. All students remarked on the great value of this feature of the program and urged that it be continued.

SIMULATION MATERIALS

How has simulation been developed for use in the secondary acroclinical semester?

As developed for the acroclinical semester, simulation means that actual experiences in the life of a teacher in one or more school districts are recreated and "lived" by the student teacher on our campus.

High school students in the "simulated class" (a collection of actual pupils' folders) belong to certain micro-groups. They are all urban, some are non-white; some are recent arrivals from the South. Some are under-achievers, some over-achievers. Some have been in serious trouble with school and court authorities; others have overcome a deprived background and have done well in school. All the copies of these actual pupil records are edited in order to protect the identity of individual students.

The simulated class allows for the following uses: (1) to provide authentic data about high school students for the guidance phase of the principles work; (2) to provide an opportunity to study cumulative reports, to learn to interpret test scores, and to evaluate information as relevant or irrelevant; (3) to analyze the prospective teacher's perception of a student and compare it with others; (4) to discover the limitations and potentials of the cumulative record, the wide range of information available about the student, and the teacher's role in contributing to the cumulative record.

How can these pupil records be put to maximum use?

The folders are used in different ways within the semester. They can serve as "life-like" models for the guidance topic in the principles course. If the pupils are all in the same year in high school (as are those pupils whose folders we used), there is another way in which the folders can be used. They can, together, serve as a simulated class for the methods teacher. For example, after the methods student in English has become acquainted with all students, the methods instructor might have an Insite student prepare a written assignment for the class, which takes into account the widely varied language arts capabilities within the class.

What items are included in the pupil records?

As an example, the following items are in "Christopher Lang's" folder and serve to show the kind of information with which the Insite student deals: (1) secondary school record--all high school grades; (2) individual reading development reports; (3) counseling questionnaire--student's actual replies concerning likes and dislikes in school, future plans, and so on; (4) letters to parents regarding suspension, truancy, possession of stolen jacket, request for conferences, reports of parental conferences; (5) notes from teachers reporting student's misbehavior and open defiance; (6) report of police investigation of attack on school youngster.

THE CAPSTONE EXPERIENCE

During the last week of the acroclinical semester, secondary students participate in the "Capstone Experience," an audio-vidual presentation through which students deal with some of the problems facing the beginning teacher.

How are the audio-visual materials used during the Capstone Experience?

Through the use of colored slides and printed material, the student is introduced to the community. The emphasis is on the students' observation and conclusions regarding socio-economic levels in the community, types of employment, and so forth.

What is the purpose of the Capstone Experience?

This experience forces students to react as teachers. After an introduction to a sample (six students) of their simulated class, students will participate in a series of problem cases, all actually having happened, in which some action on the part of the teacher is required. These problems concern instruction, student behavior, the role of guidance, and sponsorship of activities. For example, a girl has turned in a poem which is very good. It fulfills a major requirement in the semester's work. Overnight the Insite student actually marks the poem with a grade and marginal comments. When he returns to "school" the next morning, a copy of the poem as it appeared in a national magazine is in his mail box. He is asked to prepare for a conference with the girl.

What information, if any, will he bring to the conference? What factors will he emphasize in making a decision regarding the case; or will he avoid making any decision? How does he perceive the role of the principal in serious cases such as plagiarism?

Certain situations may conflict with the philosophies of a student. If the beginning teacher is intellectually or philosophically opposed to a condition within which he is asked to work, what does he do about it?

The Capstone Experience takes the student out of his role as a student teacher and into one of a beginning teacher. The experience thus serves as both a summary of what he has been asked to learn through student teaching and methods earlier in the semester, and as a way of formulating into a course of action what he has learned.

THE GRADUATE YEAR

The graduate, or fourth year of the Insite project consists of a new program of graduate studies and the experience of internship, or resident teaching.

What is involved in the resident teaching phase of the graduate program?

Resident teaching is really a "package," all parts of which must be completed in order for students to receive their credit. The three parts include

(1) an on-campus orientation seminar* designed to prepare the new teacher for his internship experience, (2) the resident teaching semester, and (3) the follow-up experience which occurs after the resident teacher has completed his internship.

Who are the people directly involved in the resident teaching program?

In addition to members of the Insite staff, representatives from the cooperating school districts are directly associated with the program. These representatives serve as liaisons between the school district and the University faculty. Conferences, meetings, and a great amount of correspondence through the mail has served to identify both the purposes of this phase of the Insite program and the preparation which the school district representatives feel that Insite students should have in order to perform successfully in their respective teaching assignments.

What was the purpose of the development of the Orientation Seminar for Resident Teaching?

Based upon notes and materials from conferences held with the liaison representatives from the cooperating school districts, Insite found that these districts want the resident teachers to be made aware of the various kinds of services offered by the central office of the school. They also wish to have the resident teachers more knowledgeable about planning, both long and short range, and about classroom discipline and school law.

For these reasons the Orientation Seminar for Resident Teaching was designed.

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* The Orientation Seminar for Resident Teaching, conducted during the summer of 1967, is described in this report as it occurred for the first time. At this point, the resident teaching program and the program of graduate studies are the only features of the Insite program which have not yet been presented more than once. For this reason they are both described in specific terms, rather than in the more general terms which describe the parts of the program that follow an established pattern.

What is the structure of this course?

It was decided that two methods of instruction would be utilized: the lecture method and the small group method. Lectures were planned to discuss topics wherein new knowledge was brought to the attention of the resident teachers. Small group activities were planned where the topic for discussion made it evident that participation was desirable.

The seminar met twice a week for two-hour blocks during the summer session. There were eleven meetings consisting of a total of twenty-two contact hours.

What were the broad goals of the seminar?

The four major goals of the planners of the orientation seminar were (1) to relate the students' academic experience and student teaching to their teaching tasks in the intern period, (2) to relate the experience of the internship to the graduate courses which would follow the internship, (3) to obtain feedback for the University concerning the students' attitudes toward teaching, and (4) to provide a closer relationship between the University and the public schools which are cooperating in the Insite project by having the resident teachers in their school systems.

On what topics were lectures conducted?

Topics discussed during the seminar included (1) orientation to the course itself, (2) the child, teacher, and curriculum development; the child, teacher, and supervision, (3) special services for students: psychologist, sociologist, and medical, (4) long-range planning and intergration of academic areas, (5) the resident teaching "journal," (6) planning for the first two weeks of school, (7) pupil-teacher planning, (8) school law, (10) feedback on weekly planning, (11) evaluation of teacher's assessment of attitude.

From what we know now, what changes have been suggested for the next orientation seminar?

It has been suggested that the academic load of the student during this summer session be limited. Many of the students were laboring under a very heavy load during the past summer and found it extremely difficult to complete all their assignments on time. Secondly, in the future it must be made very clear to the cooperating

districts that if they want the resident teachers to become informed about their school systems and their curriculum materials, they must provide such materials for the seminar. It had been arranged for the schools to send as much written material as they had available, so that the resident teachers might use this material in their planning assignments. Those students who received no materials from their school districts were unable to complete their assignments according to directions, i.e., through the use of actual school materials which they would be using throughout the resident teaching semester.

In addition to lack of materials, nine or ten of the students were handicapped by having no knowledge of the subject of grade level which they were to teach. In order for the planning to be effective, the school districts must inform the resident teachers of their teaching assignments so that they may plan adequately and with motivation.

What is the position of the resident teacher?

The student now doing resident teaching is a full-fledged beginning teacher in one of twenty-one cooperating school districts in five states in the Midwest and Hawaii. He receives the full salary of a beginning teacher in that district. During this period the University and the school district combine their efforts to develop effective ways of helping a beginning teacher. There is considerable flexibility in the manner in which each district develops this help.

In addition to his teaching duties, what is required of the resident teacher?

First, he is expected to take part in community organizations. Secondly, he is required to keep a log, or journal, which is to be a record and analysis of his school activities. When he returns to campus after his resident teaching semester, this journal provides data for his further graduate study, giving an overview of his residency. His journal entries, to be sent back to the University on a monthly basis, are a major part of his written work during internship.

How is the resident teacher's performance evaluated?

At the termination of the resident teacher's assignment, the local school district evaluates the work of the teacher just as it does the activities of any other beginning teacher. This descriptive overview becomes a part of the personal credentials of the resident teacher.

The evaluation performed by the Insite staff is based primarily upon the written work completed by the intern during his resident teaching semester.

What constitutes the follow-up experience after the resident teaching semester?

For those students doing their resident teaching during the fall semester, the follow-up will become an integral part of the six-hour professional study block (described next). Those students who do their resident teaching in the spring semester will be required to do independent follow-up work under the supervision of the Insite office.

What course work is involved during the semester in which the graduate students are not doing resident teaching?

The secondary students are required to take six hours in the graduate study of teaching. They may then have a choice of from nine to fifteen hours in their academic major (subject matter area). They are permitted up to six hours of electives in or out of the School of Education, as long as their total number of hours for the one semester does not exceed twenty-one.

Elementary students are also required to take six hours in professional study on the graduate level. They are permitted six hours of general electives which may be taken either in or out of the School of Education, and they are required to take nine hours outside the School of Education.

For both elementary and secondary students, the resident teaching semester earns fifteen hours of credit; therefore, the total number of credit hours of the graduate year is thirty-six for both groups of students.

THE EFFECT OF INSITE ON TEACHER EDUCATION

Will Insite eventually make an impact upon teacher education?

Dr. Arthur H. Rice, executive coordinator of the Insite project, spoke about the effect that Insite will probably have upon teacher education programs.

"Insite is already making an impact upon teacher education at Indiana University, and we think it will have an important effect upon teacher education generally after the program is completed and other institutions have a chance to study its findings.

"The first noticeable impact was, as one prominent faculty member said, upon the interest and attitudes of the faculty itself. Its honesty has encouraged skepticism about some of the traditional methods of teacher preparation. It has encouraged innovation not only in its own specific program, but also in other departments. It has demonstrated that students enjoy and benefit from more opportunity to participate in class activities organized as discussion groups and panels."

What will be its greatest impact in its fifth year?

Dr. Rice expects the greatest impact in the fifth year to be the increased efficiency developed in the skills of teaching when the students study methods in an integrated way with actual practice teaching.

"Research in other areas also, "he reported, "has demonstrated that skills are greater when they are practiced as they are learned. This is the basic principle of the acroclinical semester."

How can we be so sure that the innovations built into the program are truly effective?

"Our assurance stems from the overwhelming, enthusiastic reports coming from the twenty-one school districts where eighty-seven of Insite's graduate students are now either finishing a first semester of internship or starting a semester of internship.

"The success of the first group has brought invitations to many of them to return to the district after they have completed their graduate year, and also has brought assurances to Insite that these districts would like to hire more of our graduates in the future."

What publications are now being prepared?

The publications of the project now being prepared are partly in response to specific requests for (1) positive description and more information about how simulation materials are prepared and utilized, (2) about how the acroclinical semester is organized to combine methods with practice teaching, and (3) about how the creative arts workshop prepares teachers to use all three of the interrelated arts--art, music, and rhythm/dance--in teaching in the elementary classes.

What other materials are being developed?

Teaching demonstrations for various subjects or classes in the elementary grades are being placed on video tapes, and other instructional demonstrations are being recorded on audio tapes for eventual use outside the project itself.

Will there be other reports and evaluations?

"Yes," Dr. Rice answered to this question, "evaluations employing various techniques will be conducted by competent researchers who have no personal interest in the project. Their findings will be included in the final report at the conclusion of the total program."

IN BRIEF . . .

Instructional Systems in Teacher Education (Insite) is a continuing study for the improvement of teacher education, partly financed by a grant of $747,200 from the Ford Foundation to the Indiana University Foundation for a period of five years and three months.

The commitments of the grant are broad and liberal, permitting the University to experiment, demonstrate, and conduct research with regard to innovations in (1) the sequence of certain courses, (2) the nature and content of courses, (3) methods of instruction, and (4) the use of materials as they pertain to the student in the Insite program. The students who participate in this program are volunteers. The study maintains a continuing evaluation of its own efforts.

Many phases of the study are related to a plan whereby the University is providing, through the School of Education and Insite as its agency, a program that permits students to obtain a master's degree in four full years of study, including summer sessions. Included in the program is a resident teaching experience during which the student is hired as an intern in an outstanding school system in the midwest or Hawaii. He will receive college credit and be paid a beginning teacher's full salary by the district.

There is a great emphasis upon certain common basic understandings for both elementary and secondary teachers. Involved are such courses as anthropology, sociology, psychology, human growth and development, research, and philosophy. The contact with other disciplines is accomplished partly through seminars, which cut across the typical subject matter lines in the natural sciences, the humanities, and the social sciences. The elementary teacher is required to select an area of academic specialization which he will explore in depth.

Many of the traditional practices in teacher education are being compressed and/or accelerated, especially in the area of clinical experiences, through the use of simulation and various other techniques. The production of a package program of problem-solving materials is planned.

The funds from the Ford Foundation are allocated for costs other than teaching staff, space, or equipment. The space for all experimental teaching and for workshops and administrative and planning activities is provided by the University. Both equipment and most of the teaching staff are also provided by the University.

Implicit in the program is the effort to bring the Insite student into closer contact with other disciplines in the belief that, as a result, he will be a better educated individual and a better teacher.